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ABSTRACT

Ninety-three book and article citations which appeared during 1971 are included in this English translation of an annotated bibliography containing information about Yugoslavian educational resources and school systems. Works cited refer to history, educational development, school reform, teacher training, and various levels of the schools and institutions. Curricula, audiovisual aids, polytechnical education, self education, physical education, educational problems, management, legislation, and educational statistics are also covered. A related document is ED 051 710. (SJM)

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I. HISTORY OF EDUCATION

296. BAJIĆ, Djordje: Nosilac progresa (Standard-Bearer of Progress), *Prosvetni pregled*, Beograd, 1971, No. 40, p. 3.

The article contains a general review of the Educational Council of Serbia which was founded in 1880 for the purpose of bringing about order in the school situation, through its ideas and proposals, in a country which at that time was undergoing rapid development in all phases of social, cultural and economic life. From its founding to the present day the Educational Council has always had on it the most prominent educational workers of the times: university professors, educational scientists, academicians, the most distinguished teachers and principals of elementary and secondary schools, etc. The first president of the Council was Dr. Josif Pančić, and the members were well-known educational scientists such as Jovan Cvijić, Bogdan Gavrilović and Laza Lazarević. The author of the article describes in detail the various activities of the Council, and he recounts many problems which it solved. Among the matters it dealt with were: school legislation, curricula and syllabi, school supervision, problems in connection with staff policy, and the approval of textbooks. The author pays particular attention to a draft school system drawn up and submitted to the Educational Council by a specially formed committee back in 1880.

297. BOGAVAC, Milovan: Osamdeset godina prve svetovne osnovne škole (Eighty Years since the Founding of the First Secular Elementary School), *Prosvetni pregled*, Beograd, 1971, No. 36—37, p. 6.

Ibarski Kolašin recently celebrated a unique occasion — the 80th anniversary of schooling. Within the framework of festivities several exhibits were held: "Eighty Years of Schooling in Kolašin", "The Life, Work and Deeds of Jovan Cvijić", and "Folklore motifs". Ibarski Kolašin is an area where a compact Serbian settlement stood through the 5 centuries of ensalvement by the Turks and remains to the present day. Its beginning and continued existence were rooted in the cul-

tural and educational field. At the end of the 13th Century and the beginning of the 14th Century, the school founded by Helen Anjou in Brnjak was not only the first secular school in Serbia, it was the first school of its kind in the Balkans. It is not by chance that educational and literary activity were kept alive in the Crna Rijeka Monastery in Kolašin. Records which have been preserved show that during the 17th and 18th centuries this monastery fomented the "Second Serbian School of Resava, "The School of Resava" was a school of literary and cultural activity which developed in Manasija Monastery in Serbia in the 14th Century, which played a big role in the battle to safeguard Serbian individuality. The history of this school is described in detail in the article.

298. KOSIĆ, Ljubivoje: 30-godišnjica Gimnazije u Vrnjačkoj Banji (The 30th Anniversary of the Gymnasium in Vrnjačka Banja), *Prosvetni pregled*, Beograd, 1971, No. 40, p. 11.

The gymnasium in Vrnjačka Banja has celebrated the 30th anniversary of its founding. Gathering together once again for the occasion were alumni and ex-professors who studied and taught in this school during the war and post-war years. They spoke to the present generation of students and teachers about the praise-worthy past of this school from which over 100 members of SKOJ, (the communist Youth Alliance of Yougoslavia) and 80 fighters participated in the people's liberation war. More than 20 students and teachers lost their lives in this struggle.

299. MAKARIĆ, Radomir: Nacrt školske uredbe na mitropolijskom učiteljskom zboru 1910 (The School Regulations Drafted at the Metropolitan Teachers' Convention of 1910), *Pedagoška stvarnost*, Novi Sad, 1971, No. 8. pp. 459—468.

The activity of Vojvodina's Serbian teachers in 1910 was primarily directed towards drawing up new school regulations. For this reason the most important event of the year was the Metropolitan Teachers' Convention which formulated these draft regulations. In the educational life of Vojvodina's Serbs as well as in the social activity of the teachers it was characteristic that all general meetings were convened for the purpose of discussing draft schools regulations. Thus, even before the forming of the first School Council as the supreme school authority, the Teachers' Section of the Serbian Youth Alliance had organized general teachers' conferences in Bečej and Novi Sad back in 1870 and 1871 to discuss drafting school regulations. The 1910 regulations differed from earlier ones in that they encompassed the entire educational system of the Karlovac Eastern Orthodox church district of covering all levels of education and all educational institutions.

Included for the first time were kindergartens and care centres, schools for handicapped and forms of adult education. A special novelty was the "rules on continuing education outside the school". Under the draft regulations, Serbian Orthodox schools would be opened in each Serbian Orthodox district in place of the existing girls' high schools. Men and women teachers would be trained in special mens' and womens' normal schools. Schooling would be in 4 separate grades and would last 4 years. The second section of the mentioned draft regulations covered school administration. The existing bodies — local school boards, Orthodox school district boards and the School Council — would be retained. Each of these had its own administrative and professional departments.

300. NOVAK, Stjepan: Stogodišnjica srednjoškolstva u Pakracu (One-Hundred Years of Secondary School Education in Pakrac), *Školske novine*, Zagreb, 1971, No. 43, p. 16.

Although the first secondary-level school in Pakrac — a "clerical school" for teaching religious doctrine — was opened back in 1809, the formal opening of secondary schools took place only with the enactment of the Regulations on Serbian Nationality Schools in 1871. These Regulations, which were announced by the Serbian Church-People's Council, contained instructions on the organization and activity of Serbian schools in Croatia. In accordance with these Regulation the first Serbian autonomous teachers' school was opened in Pakrac in 1872. During the century of its existence this school — in spite of difficulties and hardships — trained hunderds of educational workers who went on to teach children and youth in the villages of Bilogora, Moslavina, Kalnik and other regions of Croatia. The article examines in detail the activities of several teachers being trained in this school who actively participated in the People's Liberation War.

301. OBRADOVIĆ, Dragan: Stogodišnjica smederevske gimnazije "Jovan Janićijević" (The One-Hundredth Anniversary of Smederevo's "Jovan Janićijević" Gymnasium), *Prosvetni pregled*, Beograd, No. 41—42, p. 2.

"Jovan Janićijević" Gymnasium in Smederevo recently celebrated the 100th year of fruitful activity since its founding. At the time of its founding in 1871 this gymnasium had 49 students and 5 teachers. Throughout its existence it has been a center of education for all of Pomoravlje. During these 100 years a great many cultural workers and public servants received their training in this gymnasium, and during the People's Liberation War it contributed 150 fighters to the cause, of whom 26 were killed. At the ceremonies a repre-

sentative of President Tito presented the Order of Service to the People with a golden wreath to this gymnasium in honor of its Centennial Celebrations. A monograph entitled "The Past Century at the Smederevo Gymnasium" was also distributed to commemorate the occasion.

302. OGRIZOVIĆ, Mihajlo: Hrvatski učiteljski pokret i obrazovanje ženske omladine (The Croatien Teachers' Movement and the Education of Young Women), *Naša škola*, Sarajevo, 1971, No. 7—8, pp. 484—488.

From its very beginning the Croatian teachers' movement has shown an interest in the education of young Croatian women. A number of distinguished officials of Croatian public life around the middle of the 19th Century, and later the general public of Croatia took up this important social and educational question. Since none of the schools of that time could accomodate to the education of young women, it was concluded the best solution was to open a lycée. The curriculum of the lycée would differ from that of the gymnasiums in that it would place more emphasis on world literature and modern languages, giving graduating women students a better chance of finding jobs. After completing the 4 lower grades (which were gradually replaced by a girls' junior high school), the girls had 3 options: the "pedagogues" could find teaching jobs, the "Latin majors" could go on to the university after passing the graduation examination of the mens' gymnasium, while those who majored in French and English could serve in various institutes and other organizations. The structure of the lycée remained unchanged for 28 years until 1920 when it was transformed into a women's gymnasium. The lycée prepared the first women to enter the university.

303. OGRIZOVIĆ, Mihajlo: Iz povijesti penološke andragogije u Hrvatskoj (From the Chronicles about Adult Education in Croatian Prisons), *Andragogija*, Zagreb, 1971, No. 5, pp. 422—425.

The article contains a review of regulations gouverning the work of teachers in Croatian penitentiaries in the 19th Century. The regulations were published in the issue of the journal "Napredak" of 10 October 1873. These regulations are of interest because they cover schools in prisons, the duties of prisoners attending these schools, school instruction, school goals, supervision of school instruction, the school year and examinations, extracurricular instruction, libraries and checking-out books, school administration and the rehabilitation of prisoners. The author of this article believes that the special significance of these regulations is that they cover all aspects of the educational process. In that way helped the prisoners to more critically relate to themselves

and their actions, thus reducing the number of recurrent criminals. The regulations contain 17 articles dealing with the organization of educational work with prisoners; most of these are analyzed by the author.

304. RAJKOV, Milivoj: 20-godišnjica Osnovne škole "Vuk Karadžić" u Kikindi (The 20th Anniversary of "Vuk Karadžić" Elementary School in Kikinda), *Prosvetni pregled*, Beograd, 1971, No. 40, p. 11.

"Vuk Karadžić" Elementary School in Kikinda has just celebrated its 20th Anniversary. A commemorative session of the school's working council was held which had as guest attendants representatives of the Municipal Assembly, socio-political organizations, schools, enterprises and cultural institutions along with retired members of the staff and others. The most distinguished members of the staff were awarded. The school principal, who has held that post since the founding of the school, was given a monetary award and a special certificate for his lasting service. Members of the staff who had worked at the school for at least 10 years were also given monetary awards. For the occasion, 2 exhibitions were organized — an exhibit of student work and trophies, and an exhibit of the work of the teachers. In addition, one teacher opened an exhibition of photography. A commemorative booklet written by the school principal was also published.

305. SPASENOVIĆ, Kosta: Prva beogradska gimnazija otvorena 1839 (The First Belgrade Gymnasium Opened in 1839), *Beogradsko školstvo*, Beograd, 1972, No. 2, p. 6.

The First Belgrade Gymnasium opened 26 August 1839 by decree of the Governorship which ruled Serbia upon the departure of Prince Miloš Obrenović from the country. At the beginning the gymnasium had 2 grades and 2 teachers. Gradually the remaining grades were established so that in the 1842—1843 school year it was a complete gymnasium with 5 grades. Pressured by the needs and development of science, further grades were established so that in 1846 there were 6, in 1853 there were 7, and finally in 1886 there were 8 grades to the gymnasium making it complete and equal to the number of grades in secondary schools in other countries of Europe. Until the 1880—1881 school year the school was attended exclusively by males; in that year the first 3 girl students enrolled. For a long time the gymnasium did not have its own building so that it frequently had to change sites. At one time it was situated in the temporary quarters of Princess Ljubica (at Varoš-kapija), and from 1863 to 1905 the gymnasium was housed in Cap-

tain Miša's Building which simultaneously housed the elementary school, the National Library, the National Museum and at one time the National Assembly and the Senate. The gymnasium did not receive a building exclusively for its own use until its centennial celebration in 1939.

306. TANASKOVIĆ, Petko: U spomen stogodišnjice Bogoslovsko-učiteljske škole u Prizrenu (In Commemoration of the Centennial of the Theological Teachers' School in Prizren), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 11.

The initiative to open the Theological Teachers' School in Prizren came from the Academic Commission ("Učeni odbor") which was set up in the then principality of Serbia to help raise the educational and cultural level of the people, especially the Serbs who were living in still unliberated areas. It was decided that the first educational institution would be established for Serbian residents in an area still under Turkish rule. Thus Prizren was selected, and on 1 October 1871, with the help of the rich Serb Sima Andrejević Igumanov (of Russian citizenship), the Theological Teacher's School was opened. The purpose of the school was to prepare Serbian theologians and teachers. Students in the 3-year school were accepted after completion of elementary school. In the beginning the teaching in the 1st and 2nd grades mainly followed the curricula of the gymnasiums while theology was taught in the 3rd grade, but the curriculum was later revised depending on the work conditions and the political atmosphere. The work of the school was interrupted only during the 2 World Wars. From the First World War to the present the Prizren Theological Teachers' School has dedicated itself exclusively to the training of theologicians.

307. VLAJIĆ, Bogomir: Nije sve od nas počelo (All of Us Have not Taken the Initiative), *Prosvetni pregled*, Beograd, 1971, No. 40, p. 3.

Underscoring the recent decision of several sities in Serbia to provide students of the lower grades of elementary school with free textbooks and school supplies, the author points out that as early as the end of the 19th Century there were towns in which students were given all textbooks and school supplies free-of-charge. An example is the elementary school in Velika Krsna, which was founded in 1856. The land on which the school was raised was donated by Jakov Krupežević, a former theological student, who was also the leader of the movement for organized education in this village. Up to the end of the First World War the school in Velika Krsna had 4 classes with at least 70 boys and a few girls

in each class. For decades all these children were given all of their textbooks and school supplies without payment. This stimulated even the poorest peasants in Velika Krsna to enroll their children in school in ever-increasing numbers each year. The author confirm that the school in Velika Krsna was not an exception in the villages of Serbia in that era.

III. DEVELOPMENT OF EDUCATION

308. ALEKSIĆ, Ljubivoje: Nove škole i stanovi za prosvetne radnike (New Schools and Apartments for Educational Workers), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 5.

Never, in the villages on the Pešter's plateau has as much been done to raise schools and create better conditions for the work of educators than this year. The Association of Education of the Sjenica Municipality has succeeded in building modernly equipped schools and apartments for educational workers in several villages throughout its territory. In this campaign they were assisted by the voluntary work and monetary contributions of the residents. Thus, by the beginning of this school year, two 8-grade elementary schools were completely finished (one in Bare and the other in Kladinci), while the construction of 4-grade elementary schools in the villages of Tuzi and Cetanoviči was gotten underway. Along with the construction of schools, apartments for educational workers are being built — two comfortable apartments in the village Duga Poljana, eight apartments in Raždaginja and four apartments in Kladinci.

309. CVETIĆ, Nikola: Pogled u 1975 (The Outlook for 1975), *Prosvetni pregled*, Beograd, 1971, No. 41—42, p. 3.

The article is a write-up of a conversation with Drita Dobroši, president of the Educational-Cultural Council of the Autonomous Region of Kosovo on the situation and problems of education in this territory. At the beginning a series of numbers are cited which best illustrate the rapid development of schooling: the number of elementary schools increased from 278 in 1944—1945 school year to 837 schools in the 1971—1972 school year, while the number of students in the same period jumped from 27,400 to 251,757 (of which 186,188 students are of Albanian nationality); in the 1944—1945 school year there were only 11 secondary schools with a total of 4000 students, and now there are now 77 (with 17 auxiliary classes) with a total of 44,000 students. Special attention in this period was given to training teachers and developing higher educational institutions at which, at the moment, personnel are being trained for 38 different job profiles essential to the Kosovo economy. The plan of de-

velopment to 1975 projects that 93 percent of the children will be receiving schooling, which means that another 134,437 m² of school space will be necessary. In view of its economic backwardness, the Autonomous Region itself will be unable to provide financing alll needs. Funds from the Federation are being counted upon to supplement the Autonomous Region's own funds in carrying out the projected development. Of the total 61.3 percent of the funds apportioned by the Federation to the Autonomous Region, 45 percent will be allocated for the needs of education. However, even this financing is insufficient, and other ways of raising funds are being sought. A recent bond issue raised 140 million dinars which will be spent for the construction of elementary schools.

310. JUHAS, Mihajlo: Kakva je efikasnost obrazovanja i kako je poboljšati (Educational Efficiency and How to Improve it), *Instruktor*, Beograd, 1971, No. 29, pp. 1—2.

After a review of the state of education in the world based on data from the International Conferences on Education organized by UNESCO-BEI in 1970 and 1971, the article reviews a work entitled "A Quantitative and Qualitative Analysis of the Level of Efficiency of Education in the Elementary and Secondary Schools in Yugoslavia" which was prepared by the Yugoslav Institute for Educational Research in Belgrade. The work takes the standpoint that for several years the general efficiency (in the population successfully finishing school) has steadily deteriorated and the proportion of those held back has remained at the same level. At the present rate the targeted goal of compulsory completion of schooling by all will not soon be met. Great differences in the level of efficiency exist from region to region and from school to school. Among the basic causes of inadequate efficiency are: unequal cultural and economic development in the country; unequal efficiency in the self-management system and in education; overly-general, unprecise and unsatisfactory relativity of the curricula which overburdens the students in a number of ways; inadequately-trained teachers and their lack of incentive and control; insufficient application of modern work organization, teaching aids and methods, etc. Proposed ways to increase efficiency include: carry out further research of the problem; reach self-management agreement on the strategy and further measures needed to strengthen the upbringing function of the school and tighten efficiency; determine common standards for evaluating efficiency; set up more efficient measures for grading and for achieving democratic schooling, etc.

311. PETROVIĆ, Ružica: Jedinstven neimarski poduhvat (A Unique Building Undertaking), *Prosvetni pregled,* Beograd, 1971, No. 39, p. 5.

The article discusses in detail the intensive school construction going on in the Autonomous Region of Vojvodina as the result of a contract signed two years ago between the Commercial Bank of Vojvodina and the Association of Education of Vojvodina on the provision of credit for school construction. According to the contract the Association of Education is obligated to place 10 million dinars in time deposits at no interest in the Commercial Bank each year between 1969 and 1973. In return the Commercial Bank will provide the municipal educational associations with credit at an amount of 60 percent of estimated building costs. The remaining 40 percent is to be raised by the educational associations. The credit must be repayed in 5 years and it carries a 2 percent interest rate. This method of obtaining credit aroused the interest of all educational associations, so that at the moment 27 of the 34 associations of education in Vojvodina have taken out credit. Presently being built in Vojvodina are 84 schools at an estimated cost of over 180 million dinars. This method of pooling municipal, regional and banking funds will enable an amount of 500 million dinars to be invested in education in Vojvodina in the next 10 years.

312. Plan razvoja obrazovanja u Beogradu do 1975 godine (The Development Plan for Education in Belgrade to the Year 1975), *Naša stručna škola,* Beograd, 1971, No. 10, p. 2.

The Assembly of the City of Belgrade has adopted a medium-term development plan for Belgrade for the years 1971—1975 which contains a detailed outline of educational development for this period. The direct goals of educational development are: to democratize and extend mass educational activity in line with the real material wealth of the people; to harmonize educational development as closely as possible with the Federal Assembly's Resolution on Education; to increase the coverage of children in pre-school institutions, to include all children in elementary schools and to provide secondary level schooling to all those who have reached that level of the educational process; to increase investment so that triple shifts can be entirely eliminated, further transition can be made to a single shift, the average number of students per class can be reduced and a greater number of students can be included in all-day care; to make the transition to the 5-day school week and all-day teaching in elementary schools; to ensure free use of textbooks in elementary school; to make the system

of education more efficient by applying modern technology, innovation and new teaching aids in line with the means at hand.

313. Strateški pravci razvoja obrazovanja u Jugoslaviji do 1985. godine (Strategic Directions of Educational Development in Yugoslavia to the year 1985), *Naša stručna škola*, Beograd, 1971, No. 10, pp. 1—2.

One of the Commissions of the Federal Executive Council has worked out a report entitled "Proposed Basic Policy for the Long-Term Development of Education and Personnel to the Year 1985". The report is divided into 2 parts: "Basic Goals and Directions of Further Socio-Economic, Technical and Technological Development in Yugoslavia as the Means for Determining Long-Term Development Policy for Education and Personnel", and "The Contents and Principal Directions of Our Educational Development Strategy". According to the proposal a new system of education should gradually be constructed, and this transformation should merge into one whole the existing school system on the one hand and night school education, worker training programs, correspondence course, mass media and other forms of non-school education on the other hand. The proposal also covers financing and socio-economic relations in respect to the strategic goals, functions and directions of educational development.

314. Uvođenje inovacija moderne pedagoške tehnologije i programirane nastave u vaspitno-obrazovni proces beogradskih škola (Introducing Innovations of Modern Educational Technology and Programmed Teaching in the Educational Process of Belgrade Schools), *Službeni list grada Beograda*, Beograd, 1971, No. 20, p. 580.

The Assembly of the City of Belgrade, at the session of the Educational-Cultural Council held 24 September 1971, passed a resolution on introducing modern educational technology and programmed teaching in the educational process of Belgrade schools. The Educational-Cultural Council, being of the opinion that radical changes in teaching technology and school organization in the city are necessary, supported the proposal of the Educational Institute that a center for innovation and modern technology in the schools be formed. This job should be taken on by qualified expert who are interested in improving the school system by creating a scientifically based broad camping to modernize work in the schools. Realizing that the success of the project depends mainly on the personnel involved, the Council presented the Educational Institute of the City of Belgrade with the task

of gathering together the corresponding cadre in accordance with the stage of progress of the project. The Institute was also made responsible for gathering a number of experts already distinguished in the field so that their knowledge and experience could be applied to the job at hand. The Council pointed out the necessity of effectively coordinating professional institutions at the city, republic and federal levels along with experts of individual university schools, and ensuring their cooperation so that the work is carried out in a scientific manner and is open to every improvisation.

IV. SCHOOL REFORM

315. *Reforma srednjeg obrazovanja u SR Bosni i Hercegovini* (The Reform of Secondary Education in Bosnia-Hercegovina), Sekretarijat za informacije Skupštine SR BiH, Sarajevo, 1971 p. 108.

This brochure contain material connected with the passing of the law on secondary education: introductory remarks by the president of the Assembly's Commission on Secondary Education; information and opinions on the proposed law of the supervisory municipal boards, the debate about the proposed law by Assembly members, and, as a supplement to the brochure, the text of the adopted law on secondary education. One of the most radical changes in the new law is certainly the elimination of the traditional differences in secondary-level educational institutions, breaking down the hierarchical ranking of secondary schools. All secondary schools will have a common curriculum for general education, all will be preparatory for a vocation, but will also provide an equal opportunity for continuing schooling at the secondary level.

V. TEACHER TRAINING AND TEACHING STAFF

316. LEKIĆ, Đ.: Centar za inovaciju nastave i usavršavanje nastavnika (A Center for Teaching Innovation and Advanced Teacher Training), *Prosvetni pregled,* Beograd, 1971, No. 22, p. 8.

The Association of the Higher School of Education of Zrenjanin, which groups together all teachers in determined subjects, has founded a center for teaching innovation and advanced teacher training. At present the ambitions of the center are quite modest, but there is considerable opportunity for promoting teaching innovation. The center is to come up with essential innovations and work out the didactics requirements for the changes. The idea for founding this center is not new; it arose from previous legislation.

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However, it was formed because of intensive innovative advances, and because of the obsolete methods used by a certain number of teachers who are resistant to changes in the organization and technique of teaching. The success of this and other similar centers depends upon the work conditions, the abilities and willingness of the teachers and employees of the center, and on outside assistance received from factors in education, culture and society. The Higher School of Education of Zrenjanin has an excellent working environment, suitable qualified personnel and the complete understanding and support of the Zrenjanin Assembly.

317. MILENKOVIĆ, R.: Olakšice za dokvalifikaciju učitelja (Requirements for Teachers Eased), *Prosvetni pregled,* Beograd, 1971, No. 41—42, p. 4.

The Law on Teachers' Academies (published in "Službeni glasnik", SR Serbia, No. 14/71) gives all those now teaching the opportunity to raise the level of their education by following a special program and by passing the corresponding examinations of the teacher's academies. The special program was adopted at the session of the Educational Council of Serbia held 26 October 1971. The program is standard for all teachers regardless of the duration of their previous training. The program covers the following subjects: 1) Serbo-Croatian and literature with methods; 2) Mathematics with methods; 3) Psychology; 4) Pedagogics; 5) Methods knowledge about nature and society; 6) Health education, and 7) Basic rules and school regulations. The article states that the examination is both oral and written, and it briefly describes what the examination covers in individual subjects. The complete examination program (which was worked out by the Institute for Elementary Education and Teacher Training of Serbia) will shortly be published in a separate publication along with detailed instructions and explanations in regard to taking the examination.

318. MILETIĆ, T.: Dogovor o usavršavanju nastavnika (Agreement on Advanced Teacher Training), *Školske novine,* Zagreb, 1971, No. 32, p. 12.

At the beginning of September the professional work-group of grade teachers from the Opatija area discussed the most important questions about work in the coming school year. Emphasis was placed on questions related to the application of the new regulations, results of evaluations of work the previous school year, and innovations to be introduced in the coming year. The evaluation of the previous year revealed failures and shortcomings which had to be taken into account in planning and conducting teaching. Remarks were also made about how the evaluation should be organized,

and how tests, questions and answers should be formulated. Final discussion dealt with the best way of carrying out advanced teacher training. The need and desire was expressed that teaching practices be included as much as possible in the activity of the work-group. It was therefore proposed that a work-group be organized in the area to deal with the problems of teaching Croatian in the first grade and the teaching of nature studies and society in the third grade. In this way teachers would have a greater voice in affairs, and the results could be studied at the end of the 1971—1972 school year.

319. MOJAŠ, V.: Otvoren centar za izvanredni studij razredne nastave (A Center for Part-Time Study for Grade Teachers opened), *Školske novine*, Zagreb, 1971, No. 44, p. 6.

There are about 60 teachers working in the Municipality of Drniš. Most of them are older and have long been teaching in the village without any opportunity whatsoever to continue schooling and raise their teaching status. To enable them to receive this training a Study Center for Grade Teachers has been opened in Drniš in which teachers can take a two-year part-time course to fulfill the requirements. Lectures of the Center began December 6. Classes will be held regularly on Mondays throughout the school-year in one of the elementary school buildings. Lectures will be given by professors from the Teachers' Academy of Zadar.

320. Pedagoški dan u Rijeci (Education Day in Rijeka), *Školske novine*, Zagreb, 1971, No. 43, p. 11.

Education Day is a new and special component of the process of advanced teacher training. The Educational Supervision of the Institute for the Advancement of Vocational Education of Croatia has inserted this form of work in their general program to promote modern teaching techniques and new work methods in teaching individual subjects. In this way it is hoped that teaching can quickly and efficiently be brought in harmony with the demands of society and modern science. Thus Education Day was held 12 November 1971 for chemistry and biology teachers in secondary schools in the Rijeka area. The program began with lectures on the use of graphoscopes and other communicators in teaching. Demonstration lectures in chemistry and biology were then given. Discussion on the methods demonstrated which followed confirmed the value of using the graphoscopes and other teaching aids. It was concluded that specialized laboratories must be set up to enable the new modern teaching techniques and work methods to best be applied in communicating with the students.

321. *Prijedlog Statuta Sindikata radnika društvenih djelatnosti Hrvatske* (Proposed Bylaws of the Trade Union of Workers in Social Activities of Croatia), Vjesnik, Zagreb, 1971.

The proposed bylaws contain the following sections: I — Role and Aims (art. 1 & 2); II — Basic rules (art. 3 & 4); III — Rights and duties of members (art. 5, 6 & 7); Section IV — regulations on the following: 1. Fundamental principles in organizing the workers in social activities of Croatia (art. 8—14), 2. Local, associational and regional organization of the trade union (art. 15—27), 3. Organization of the trade union in the Republic (art. 28—41), 4. Extraordinary meetings and congresses (art. 42), 5. Election of members to trade union organs, and responsibilities of members and organs (art. 43—46); V — Finances and property (art. 47—53); VI — Publishing activity (art. 54), and VII — transitory and terminal rules (art. 55—59) text of this proposal is published in a supplement to the weekly newspaper of Croatian educator "Školske novine" No. 43 which is published by the Republican board of the Trade Union of Workers in Social Activities of Croatia.

322. R. P.: Izjednačavanje sa ostalima (Equalizing with the Others), *Prosvetni pregled*, Beograd, 1971, No. 40, p. 4.

At all meetings for the past two years, educational workers have made concerted efforts to have their salaries raised to the level of salaries received by workers in other activities. An analysis carried out at mid-year revealed that in the first 6 months of 1971 the average salaries of educational workers were 19.4 percent lower (and teachers with university education 29.8 percent lower) than the average salaries of those employed in other fields. The dissatisfaction of educational workers was steadily growing and all were demanding that the necessary steps be taken to remedy the situation. At a joint session of the Educational-Cultural Council of the Belgrade Assembly, the Assembly Association of Education and the Conference of Trade Union Organizations of Educational Institutions, which was held in Belgrade 20 December 1971, a decision was reached to grant educational workers a 30.2 percent raise in salary. The funds for this increase, which becomes effective 1 January 1972, will be obtained through an increase in the assessment on work activity from 4 to 4.25 percent and by the release of funds from the Association of Education of the City of Belgrade.

323. R. P.: Veliko interesovanje nastavnika za stručno usavršavanje (Great Interest of Teachers in Advanced Training), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 4.

The article is about a report on work in advanced training of teachers in Belgrade schools. The report was presented

at a session of the Educational-Cultural Council of the City of Belgrade. The great interest of teachers in the various forms of advanced training is best illustrated by the number of teacher who increased their knowledge and skills by receiving this training. The most attractive form of training was the part-time studies program offered at the higher schools and universities. Last year and this year more than 300 teachers took courses in the teachers' academies of other republics, 250 teachers studied part-time at Belgrade University, 72 teachers received Master's Degrees and about 8000 young teachers took courses in the teaching methods centers. To carry out the program of advanced teacher training the Belgrade Association of Education budgeted 3.3 million dinars, of which 1.5 million dinars was apportioned to the Educational Institute and 1.8 million dinars to the schools. This means that 330 dinars per year has been allocated per teacher for advanced training. At the session the work in this field received a favorable evaluation, and it was recommended that the Association of Education continue to make funds available for advanced teacher training.

324. Razvoj visokog školstva: Prijedlog novog sustava obrazovanja nastavnika za osnovne škole (The Development of Higher Education: A Proposal for a New System of Training Teachers for Elementary School), *Financiranje usmjerenog obrazovanja*, Zagreb, 1971, No. 12, pp. 33—38.

In Croatia a proposal has been worked out for a new system of training teachers for elementary school. According to the proposal training would take 4 years. Besides taking general educational courses and pedagogic instruction in teaching subjects, each future teacher would be obliged to concentrate in 2 academic subjects or in the series of subjects taught by grade teachers. According to the proposal the university schools of education would have the following departments: a) central studies for elementary school teachers; b) education for teachers at pre-school institutions; c) education of teachers in all forms of adult education (adult education section); d) pedagogic instruction and advanced pedagogic and psychology training for elementary school and educational counsellors; e) educational research on teaching and improving instruction in elementary school; f) permanent education including advanced teacher training; g) pedagogic instruction for all those who have completed one of the university schools and wish to dedicate themselves to teaching.

325. RUDEŽ, Ankica: Školovanje odgajatelja za predškolske ustanove u SR Hrvatskoj na Pedagoškoj akademiji u Zagrebu (The Training of Teachers for Pre-School Institutions in Croatia at the

Teachers' Academy in Zagreb), *Predškolsko dete*, Beograd, 1971, No. 2, pp. 207—209.

The training of teachers for work in pre-school institutions in Croatia was carried out at the secondary school level untill 1968. In this year a special studies group for pre-school education encompassing the training of teachers for these institutions was set up at the Teachers' Academy of Zagreb where teachers for elementary school were trained. The studies program takes 2 years and a candidate must previously have completed a secondary school. The curriculum at the Teachers' Academy is divided into 2 parts: 1) comon studies which all study groups must take, and 2) special studies for each group (preschool teachers, elementary school grade teachers and elementary school subject teachers). The special studies program for the pre-school teachers includes the following subjects: pre-school pedagogy, psychology of early childhood, methods of working with pre-school children, oral expression, expression through puppets, films and TV culture, literature for children, art instruction with methods, physical activity with methods, hygiene for pre-school children, and technical exercises.

326. TOŠIĆ, Siniša: Povećati primanja za 30 odsto (A 30 Percent Raise in Salaries), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 2.

At the beginning of December the Association of Elementary Schools arranged a meeting which was attended by about 600 teachers. The introductory report, which covered the distribution of funds — especially salaries of educational workers, was followed by a lively discussion which led to several conclusions. Among other things these conclusions called for: 1) a salary increase of at least 30 percent in the shortest possible time; 2) allocation of more funds for schools standard; 3) a provision for automatic salary increases in accordance with the growth in funds of the Association of Education; 4) discontinuation of opening up new jobs and introducing teaching changes if the necessary funds are not available; 5) determination of the cost of education as soon as possible; 6) no increases in the amount of work without accompanying increases in the corresponding funds provided; 7) treat the work of educators as work in production, because 80 percent of production is dependent upon the level of education of those who do the producing; 8) find new ways to improve the material situation of educational workers (by building apartments, vacation sites, etc.).

327. Za novi sustav obrazovanja nastavnika (For a New System of Teacher Training), *Školske novine*, Zagreb, 1971, No. 40, p. 6.

The commission assigned to draw up a proposal for a new system for training elementary school teachers came up with

a definitive version of the proposal at the beginning of November. On that occasion the commission recommended: 1) that the complete text of the proposal be published in "Školske novine" so that a larger number of interested people might be drawn into its discussion; 2) that the commission report to the Educational-Literary Council which should delegate one of its members to serve on the commission in the second phase of its work; 3) that the commission should remedy its lack of a representative from the association of pre-school institutions; 4) that information about the proposal be sent to the interested schools of higher education, and that representatives from these schools be invited for discussion about the proposal; 5) that the presidents of the local school boards be consulted and agreement be reached with representatives of the teachers' academies, educational supervisions, and associations of elementary schools of the various regions. Furthermore, it was concluded that the political and social organizations should be informed about the proposal, and that students be included in its discussion.

VI. SCHOOLS AND INSTITUTIONS

328. SAVIĆ, Branka: Dalje mogućnosti razvoja i usavršavanja rada školskih centara (Possibilities for Further Developing and Improving the Work of the School Centers), *Instruktor*, Beograd, 1971, No. 28, p. 6.

School centers are a relatively new form of organizing education in Yugoslavia. In spite of their relatively short history, their work to the present undividedly justifies an orientation towards their formation. In the 1968—1969 school year in Serbia there were 98 school centers with 193 schools for youths and 68 schools for adults attended by 75,822 younger students and 5508 adults respectively. After presenting these data the author discusses how these centers function, and considers the position of these institutions from the standpoint of the impending changes in the system of financing education. The author points out that the law allows for extreme flexibility in the organization and internal structure of these centers. They are defined in the law as educational organizations in which skilled personnel receive general education, advanced training of professional qualification in related or differing trades, ocupations or levels of education. The law ensures their being organized in the way which best corresponds to the environment in which they operate or the area of economic activity for which they are training personnel.

VI. 1. Preschool Education

329. NOVAK, Stjepan: Novi dječji vrtići u Zagrebu (New Kindergartens in Zagreb), *Školske novine*, Zagreb, 1971, No. 45. p. 5.

Since autumn 1971 the city of Zagreb has constructed or renovated buildings for new kindergartens in 7 districts within its territory. Thus, in the city there are now 25 kindergartens with 210 groups and a total of 6492 pre-school children — a very small number in view of the city's needs. It is nevertheless hoped that a way will be found to improve the existing kindergartens and open new ones. A commission of the City Association for Financing Elementary Education is planning to carry out a re-districting of the existing school districts and close some schools which have small student bodies. In this way space will be made available for pre-school children. To ease the burden on poorer families of keeping children in pre-school institutions, the Council for Child and Youth Welfare has decided that in 1972 it will provide assistance following a scale based on the earnings of parents. The difference in cost will be covered by the city's Fund for Direct Child Welfare.

VI. 2. Elementary Education

330. ĐURIĆ, Đ.: Najmodernija škola na Baniji (The Most Modern School in Banija), *Školske novine*, Zagreb, 1971, No. 43, p. 16.

On the eve of Day of the Republic in the village of Jabukovac ceremonies were held for the opening of an elementary school which has been given the name "Narodni heroji Filip Kljajić i Stevo Došen" and which is the most modernly equipped school in Banija. Attending the ceremonies were distinguished Croatian leaders (Blažević, president of the Council of Croatia, Mika Špiljak, Kladarin and others). The newly constructed school has 8 classrooms, 12 laboratories, a school cafeteria, a library and reading room, a gym (which is the first gym in the municipality of Petrinja) and a special staff room. The funds to construct the school were provided by: the Association of Education of Croatia, the Municipality of Petrinja and donations from organizations in the Banija region and the residents of 17 villages who didn't mind contributing to enable their children to learn under normal conditions.

331. M. P.: "Srbija" u Baru ("Srbija" in Bar), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 1.

Recently celebrated in Bar, in commemoration of the 27th anniversary of the liberation of Bar and the 30th anniver-

sary of the beginning of the liberation movement of the Yugoslav people, was the opening of "Srbija" Elementary School. The funds to construct this school were given by the Republican Association of Education of Serbia as its contribution to the rebuilding effort after the earthquake which struck Bar and its vicinity in 1968. The sum of 7,550,000 dinars was invested in the construction of the school. The school itself, by its architectural style and its furnishings — classrooms, laboratories, gym and even the well-arranged school grounds — "is one of the most beautiful and most functional school buildings ever constructed by the Republican Association of Serbia" according to the words of the president of the executive council of this Association on the occasion of the ceremonies commemorating the opening of the school.

332. MEŠTROVIĆ, Adam: Dragocjena iskustva (Precious Experience), *Školske novine*, Zagreb, 1971, No. 45.

The intermunicipal program of cooperation between the municipalities of Zemun and Osijek includes cooperation in the field of education. Three elementary schools of Osijek have already made contact with schools in Zemun. Especially significant is the cooperation unfolding in the working group of elementary school principals. The principals of the Osijek elementary schools, representatives of the Educational Institute, the Association of Elementary Schools and the Institute for the Advancement of Elementary Education visited Zemun. The visit was for business purposes and the accent was on significant problems in elementary education common to both communities. Discussion of certain problems was held in schools which had set solution of the problems as a priority objective. Thus, for example, the question of all-day care of students was considered in "Lazar Savatić" Elementary School since it has already for the past 2 years organized all-day care from 8 : 00 a.m. to 4 : 00 p.m. for all students of the school.

333. Nastava stranog jezika od I razreda u osnovnim školama Beograda (Teaching Foreign Language Beginning in the First Grade of Elementary School), *Prosvetni glasnik*, Beograd, 1971, No. 6—7, p. 394.

At the request of the Educational Institute of the City of Belgrade, the Educational Council of Serbia agreed to a plan to experimentally introduce the teaching of foreign languages from the first grade on in the elementary schools of Belgrade. By the proposed experimental program, foreign language teaching at the first grade level will be carried out in several Belgrade elementary schools following a special curriculum

and syllabus. The teaching is to be done exclusively by teachers with university training. The experiment will be financed by the Belgrade Association of Education and will last for 8 years. After 4 years a thorough analysis will be instigated so that the curriculum and syllabus used in the experimental classes can be revised and improved. At the end of each school year the Educational Institute of the City of Belgrade will submit a written report on the progress of the experiment to the Educational Council.

VI. 3. Secondary Education

334. ILIEVSKI, Aleksandar: Marksističkoto obrazovanie na srednoškolskata mladina (Marxist Studies for Secondary School Youth), *Prosveten rabotnik*, Skopje, 1971, No. 356, p. 8.

The Educational-Cultural Council of the Republican Assembly in Macedonia discussed the Marxist studies program received by secondary school youth. The Council then passed a special resolution on the subject. As stipulated by the resolution a survey was carried out among secondary school students. The results of the survey indicated several aspects of this program which should be revised or supplemented: 1) The program should allow for the updating of its contents with new and current themes from society; 2) political and socio-economic instruction should be broadened; emphasis should be given to self-management practice since upon graduation the students must be prepared to actively contribute to the creation and improvement of the system and methodology of self-management and society; 3) the program should cover general popular topics in which the students are interested. As mentioned, these are only some of the suggestions and opinions brought out by the survey.

335. Novi vid saradnje srednjih škola u Šidu (A New Aspect of Cooperation between the Secondary Schools of Šid), *Naša stručna škola*, Beograd, 1971, No. 11, p. 7.

In Šid there are 2 secondary schools — a gymnasium and a worker training school. Total enrollment of the 2 schools is about 1000 students, of whom about two-thirds attend the worker training school. The building housing the gymnasium is very well furnished, while the worker training school building has neither space nor facilities, especially in view of its large student body. Since the gymnasium building has not been rationally used, it has been decided to found an association of secondary schools in Šid. The formation of this association has created better conditions for successful work by these schools. Alongside the gymnasium the necessary workshops will be constructed and all conditions fulfilled for an accredited worker training school.

VI. 3a. Gymnasium

336. Pecelj, Zdravko: Gimnazija sa četiri smera (A Gymnasium with Four Specializations), *Beogradsko školstvo*, Beograd, 1971, No. 20. p. 1 of supplement.

In seeking to improve the existing system of gymnasium education which was held to be unsatisfactory, the teaching staff of the Fifth Belgrade Gymnasium, together with representatives of parent and students, adopted draft curricula for a 4-specialization gymnasium education. The curriculum was adopted following a year-long discussion. Under the curricula for the proposed specializations there will be 30 hours of classes per week for each grade — 6 hours per day (the maximum permitted) for a 5-day school week. Since the gymnasium does not provide a final education, those who drew up the proposal thought it necessary that the gymnasium retain its primary function of preparng students to continue schooling at the higher educational level. It is therefore impossible to simultaneously provide a professional education, trying to attain both objectives would only make them both unreachable. The only solution in the framework of gymnasium education was felt to be regular curricula and syllabi which guarantee a complete general education, with an emphasis on specialization on the one hand, and organized outside studies for those students who wish to receive a professional education, on the other hand.

337. PECELJ, Zdravko: Petodnevna nastavna nedelja u gimnaziji (The Five-Day School Week in a Gymnasium), *Instruktor*, Beograd No. 25. pp. 5—7.

The author of the article is the principal of a Belgrade gymnasium which has made the shift to the 5-day school week. The transition was preceded by a whole series of preparations and analyses to ensure that an optimal education be provided under the new work organization. Among the preparations undertaken by the staff of the school before making the shift to the 5-day school week were the following: cooperation between school and family, teachers, parents and students as a significant factor in the achievement of better results in education; restructuring the programs and work plans of the school and all school bodies to fit into the new organization of work; working out class schedules and eliminating problems so that teaching by the rotation system could be introduced without complications. The school calendar was worked out only for the 1971—1972 school year. The school year was divided into 3 three-month terms, with summer vacation being set from July 1 through August 20.

VI. 3b. Vocational Schools

338. ĐURIĆ, Đ.: U skladu s potrebama suvremenog obrta (In Keeping with the Contemporary Needs), *Školske novine*, Zagreb, 1971, No. 45, p. 6.

As resolved by the Educational Council of the Zagreb Municipal Assembly, "Nikola Tesla" School for Electricians in Zagreb has been expanded into the Center for the Education of Personnel in Electrical-Related Trades. The adoption of the proposal and the naming of the Center signals the end of one phase in the development of educating these personnel for the needs in this trade in Zagreb and throughout Croatia. At the same time, the move opened up possibilities for introducing modern ideas in the schooling of so many needed personnel. Functioning within the Center are different levels of education including: a general secondary school with an electrical specialization, a school for skilled electrical workers, a school for highly skilled electrical workers and a school of electrical engineering. Many years of efforts by the teachers' council and other interested organizations had already resulted in the establishment of a modernly organized school center. Thus the accord of the Educational Council of Zagreb was, in fact, the sanctioning of an already-existing situation. This demonstrates that the growth of the school into a school center was the consequence of a justified orientation of the school and a realistic response to the current needs in this trade.

339. MILIVOJČEV, B.: Obrazovanje stručnih kadrova u industriji za proizvodnju i preradu brašna (The Education of Skilled Personnel in the Production and Processing of Flour), *Naša stručna škola*, Beograd, 1971, No. 11, p. 5.

In 1961 the Council for the Food Industriy of the Federal Chamber of Economy founded the School Center for the production and Processing of Flour in Novi Sad. In 1964 the founder's rights were transferred to the Association of Enterprises for the Production and Processing of Flour. This School Center has a school for skilled workers and a school for highly skilled workers (milling technicians are educated at the chemical-technical school of technology). The school for highly skilled workers enrolls only employed workers who wish to raise their skill level. The financing of this school center has been taken over by enterprises. Each school trains workers for trades as millers, bakers or producers of flour-paste products. Schooling takes 2 years.

340. MILIVOJČEV, B.: Obrazovanje tekstilnih radnika i tehničara u Tekstilnom školskom centru Beograda (The Training of Textile Workers and Technicians in the Textile School Center in Belgrade), *Naša stručna škola,* Beograd, 1971, No. 10, p. 7.

This year the Textile School Center in Belgrade is celebrating its tenth anniversary. The Center is now training 1100 students. There are 2 schools for training skilled workers at the Center: one is for training skilled handicraft workers and the other is for training industrial textile workers (weavers, spinners, knitters, makers of ready-to-wear goods, and finishers. Students are most interested in learning to produce ready-to-wear goods. The training of textile technicians is carried out in the textile tecnicians' school which has the same specializations as the school for training skilled industrial textile workers. Ready-to-wear goods is also the most--studied subject of student technicians. Of a total of 616 students in this school 207 are specializing in ready-to-wear goods production. The school center also provides further training for workers who are already employed. This is actually the retraining of skilled textile workers to be textile technicians.

341. NEDELJKOVIĆ, Čedo: Pad interesovanja za škole koje pripremaju kvalifikovane radnike (Declining Interest in Schools Which Train Skilled Workers), *Naša stručna škola,* Beograd, 1971, No. 10, p. 8.

Statistics on the enrollment of students in the first year of secondary schools in Belgrade for the 1971—1972 school year have revealed that the enrollment plan was not fulfilled. The schools had space available for 18,732 new students, but almost 2000 fewer actually enrolled. The entering class was not so large as were classes in earlier years, and the inflow of students from outside Belgrade also declined. It is characteristic that the personnel needs of the economy are quite discordant with the enrollment of students in the various secondary schools. Skilled workers are most in demand, and students are becoming all the more interested in enrolling in technical schools. The enrollment figures showed that the network of seconary schools in Belgrade should be examined and it should be reorganized to be compatible with the needs. For example, there should be a reduction in the number of schools for skilled metal workers to enable increases in other types of school for skilled workers, such as schools for catering, tourism, building construction, etc.

342. POPOVIĆ, Rista: Primena nekih odredbi Zakona o srednjem obrazovanju u školama za kvalifikovane radnike (The Application of Certain Regulations of the Law on Secondary Education by the Schools for Skilled Workers), *Ekonomika škola,* Beograd, 1971, No. 10, p. 28—33.

Under the Law on Secondary Education, the schools for skilled workers are responsible for all aspects of the process of educating their students. To investigate how well the obligations set down by the Law on Secondary Education are actually being carried out, the Educational Supervision of Belgrade inspected the work of 30 schools for skilled workers last year. The results of their study showed that a certain number of these schools are not applying the regulations of the Law. This is not just characteristic of Belgrade schools; other schools also revealed defects. Some of the most important problems encountered involved: 1) the practical training program in the school workshops and enterprises, or as apprentices with independent craftsmen. 2) The regulations on the allocation of funds giving students the opportunity for practical experience and production work in the workshops, and the participation of the student associations in this allocation. 3) The technical documentation of practical training. 4) The application of the Law on Accepting Students from Schools for Skilled Workers for Practical Training, and the conclusion of agreements between the schools and enterprises and independent tradesmen in this respect. 5) The unlawful treatment of students by enterprises and independent tradesmen, etc.

VI. 5. Adult Education

343. ANTIĆ, Stanislav: Formiranje nove samoupravne organizacije za vođenje politike i finansiranje usmerenog obrazovanja u SR Hrvatskoj (The Formation of a New Self-Management Organization for Directing Policy and Financing Education with Specialization in Croatia), *Andragogija*, Zagreb, 1971, No. 5, pp. 398—407.

The second phase in applyng the Law on Financing Education in Croatia got underway with the beginning of the 1971—1972 school year. During the first phase, which lasted somewhat more than a year and a half, the necessary social, professional, organizational and personnel preparations were made in order to ensure an acceleration of the total process of constructing a new system for financing education with specialization on a self-management basis. In the further process of building this new system the role of self-management organisations will become increasingly important and direct ties between work and education will become all the more developed. During a meeting of the republican association a general plan for applying the second phase of the Law was proposed. The components of this system are the self-management

organizations and the educational institutions and their associations. In the new system the education of employed personnel, worker training and the night schools will be given an entirely different place. The author of the article describes each of these in detail.

344. ČAKIĆ, Manojlo: Obrazovna delatnost radničkih i narodnih univerziteta (The Educational Function of the Workers' and People's Night Schools), *Andragogija*, Zagreb, 1971, No. 5, pp. 425—435.

The night schools are a very significant factor in raising the cultural, professional, socio-economic, political and educational levels of the population. In the article the author discusses the cultural activities along with the educational activities of the night schools. He then discusses their legal standing, and relates that the General Law for Financing Education passed in 1966 and 1967 recognizes their status as educational institutions and treats them as regular schools. In the section of the article which discusses how the network of workers' night schools was set up it is mentioned that people's night schools have a long tradition and that only later were workers' night schools established. The activities of these were modeled along the lines of the people's night school programs so that the process of integrating these institutions began — a process which is still in course. In the article the numbers of night schools by republics are given and their educational activities, teaching problems, teaching staff, facilities and classroom space, and financing are described.

345. Dva značajna simpozijuma (Two Important Symposiums), *Naša stručna škola*, Beograd, 1971, No. 11, p. 1.

The first symposium — about re-training — was organized at the end of November in Opatija by the Institute for Industrial Education of the University Industrial Education School in Rijeka, the Federal Bureau of Employment and the Federal Chamber of Economy. The following reports were presented at the symposium: Results of a Study on the Causes, Forms and Effects of Retraining in Contemporary Yugoslav Economic and Technical Conditions; The Economic and Technical Conditions of Retraining; Psychological Factors in Retraining, and an Industrial Educational Survey of Retraning and Its Results. The second symposium was organized by the Adult Education Society of Serbia under the sponsorship of "Elektronska industrija" of Niš. Nt was held from the 9th to the 11th of December 1971, and it had the theme "On-the--Job Training as a Sociological, Economic and Adult Educa-

tion Phenomenon". Among the goals of this symposium were: to determine the extent and level of on-the-job training in Yugoslavia, taking into account the levels reached in other countries; to determine the social needs and possibilities in the field of on-the-job training, and to evaluate it economically; to determine the best ways to evaluate the contents and organization of on-the-job training.

346. Permanentno obrazovanje u SR Makedoniji (Permanent Education in Macedonia), *Andragogija*, Zagreb, 1971, No. 5, pp. 361—379.

This is a short report intended to serve as a basis for the study and improvement of permanent education of adults in Macedonia. The article presents the results in the development and functioning of the system of adult education from 1945 to the present. The standpoint is taken that today permanent education is a significant factor of social and economic development, that it is an integral part of every educational system, and that its denial could have a negative effect on educational policy and practice. In the article it is pointed out that adult education especially began to develop since 1950 i.e. since the introduction of worker self-management. In the second part of the article mention is made of factors which will influence permanent education in the future. These are said to be: enterprises, their services and worker training centers, the night schools, schools for youths and adults, scientific institutes, mass communications means, cultural establishments, and social, political and professional organizations. Each of these factors and its characteristics is discussed in detail.

347. RADENKOVIĆ, Radisav: Srednjoročni program opismenjavanja i osnovnog obrazovanja odraslih (The Medium-Term Program for Literacy Training and Elementary Education for Adults), *Prosvetni pregled*, Beograd, 1971, No. 36—37, p. 4.

At an open session of the Educational Council of Trstenik a proposal was adopted for a medium-term program for literacy training and elementary education for adults within the municipality. As planned, to the year 1976 the literacy trainning program should encompass about 830 adults of up to 35 years of age, while about 3000 should complete elementary education. To carry out the program 3 million dinars has been budgeted. It is expected that the improved grouping of those attending will enable teachers to work with smaller groups and on an individual basis in preparing those taking the courses for their examinations. Likewise, wherever possible, the literacy training will be tied in with other courses such as dress-making, sewing, knitting, machine-use, etc. which will help to motivate participants. One of the conclusions of

the session was that all enterprises and socio-political organizations which are to participate in this program should outline their planned activities as specifically as possible, while the Municipal Assembly, at the beginning of every school year, should study results and prepare additional measures in accordance with developments.

348. Sa simpozijuma o prekvalifikaciji (From the Symposium on Re--Training), *Naša stručna škola*, Beograd, 1971, No. 12, p. 5.

On the 22nd, 23rd and 24th of November 1971 a symposium on re-training was held in Opatija. The introductory expositions at the symposium were: The Economy and Re-Training (Ivan Simeunović) and Employment and Re-Training (Ratko Maričić). In these expositions it was stated that a modern economy cannot function without re-training, and that re-training is most closely connected with the work of the office of employment. In the period of reform from 1966 to 1970 a total of 40,260 workers were re-trained in work organizations in Yugoslavia. The largest number of re-trained were in industry, followed by communications and then agriculture. The results of a study showed that re-training is mainly carried out because of shortages in the corresponding personnel. The symposium participants advocated that re-training be made an integral part of the educational system.

349. Simpozijum o obrazovanju uz rad (A symposium on On-the-Job Training), *Naša stručna škola*, Beograd, No. 12. p. 10.

From the 9th to the 11th of December 1971 a symposium on on-the-job training was held in Niš. The symposium was organized by the Adult Education Society of Serbia in cooperation with several other institutions. At the symposium about 40 papers and reports were submitted. The first theme of discussion at the symposium was On-the-Job Training as a Sociological Phenomenon. Dr. Dragomir Filipović, the leader of discussion on this topic, singled out the basic sociological aspects of on-the-job training. The second discussion theme of the symposium was On-the-Job Training as an Economic Phenomenon. Its discussion leader was Stevan Bezdanov who established a precise mutual relationship between on-the-job training and productivity, treating it as a component of the production process. Under the third discussion theme on-the--job traning was analyzed as an adult education phenomenon. Its discussion leader was Dr. Borivoje Samolovčev.

350. STANKOVIĆ, Janko: Permanentno obrazovanje — Zahtev vremena (Permanent Education — A Demand of the Times), *Prosvetni pregled*, Beograd, 1971, No. 40, p. 4.

From the 9th to the 11th of December 1971 a symposium with the theme "Education On-the-Job" was held in Niš. The

symposium was organized by the Adult Education Society of Serbia and was under the sponsorship of "Elektronska industrija" of Niš. It was attended by 120 workers in adult education, by representatives of large enterprises of all republics, by psychologists and sociologists, and by a representative of the Secretariat for Education and Culture of Serbia. The more than 30 papers and reports read at the symposium informed those attending about the achievements in the field of on-the-job education in Yugoslavia. Participants were then shown the necessity that, in the future, on-the-job education be viewed from the standpoint of the entire system of education. It was pointed out that at least for now there is no didactics model for on-the-job education; each enterprise organizes the education of its workers within the limits of its resources. For this reason empirical studies and work in teams should be organized. At the symposium it was concluded that Adult Education Society of Serbia should prepare a project on modernizing on-the-job education, and that it should investigate the possibility of organizing a scientific consultation on this topic.

VI. 7. Vocational Guidance

351. ĐUKANOVIĆ, Radojko: A život pruža drugo (And Life Offers Something Else), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 4.

At the end of last year in Aranđelovac a symposium was held on vocational guidance of youth, an area which — although obligated by law — is still not given sufficient attention. The symposium was organized at the initiative of the Society for Vocational Guidance of Šumadija and Pomoravlje. Besides being attended by students and teachers, it was also attended by directors of employment offices, pedagogues, psychologist and school doctors. At the symposium it was brought out that only 2 (those in Kragujevac and Paraćin) of the 36 employment offices in Serbia maintain connections with schools which provide constant programs of vocational guidance. The non-existence of any permanent form of vocation guidance, especially in the gymnasiums, has led to a situation where about 30 percent of university students never finish, or change the school in which they originally enrolled — their having chosen professions in which they have no aptitude. Participants in the symposium decided to accept the plan and program of vocational guidance being used in the gymnasium in Aranđelovac. This gymnasium has a wealth of experience because for the past 10 years it has organized systematic work in vocational guidance for students of all grades. In this work it has received valuable assistance from the Kragujevac Office of Employment.

VII. CURRICULA AND SYLLABI

352. MESESNEL, Jelica: Mnenje o učnem načrtu (Opinion about the Curriculum), *Prosvetni delavec*, Ljubljana, 1971, No. 9, p. 9.

At the beginning of 1971 the Educational Intsitute of Slovenia set up a commission to work on preparing a new syllabus and to revise the curriculum of elementary schools. This commission then appointed several subcommissions: one to work on revising the curriculum, one to work on the syllabus for subjects offered in the 5th through 8th grades, and one revise the syllabus and curriculum of grade teaching (the lower 4 grades). The last 2 subcommissions mentioned were to work closely together. To make the work of the commission easier the Educational Institute sent a short questionnaire to Slovenian elementary schools — 60 for each subject and for each grade. The questions were aimed at determining what material should be deleted from the curriculum, what material might be added, which subjects gave students the greatest work-load, how relevant were the textbooks, and what were the remarks of elementary school students and teachers in regard to the curriculum.

353. Nastavni plan i program za hidrometeorološku tehničku školu (The Curriculum and Syllabus for the Hydrometeorological Technical School), *Prosvetni glasnik*, Beograd, 1971, No. 6—7, pp. 323—346.

The Educational Council of Serbia has determined the curriculum and syllabus for the hydrometeorological technical school. The purpose of this school is to give students a general educational background plus a professional training so that they, upon graduation from the school, may be able to obtain jobs in the corresponding field — principally with hydrometeorological institutes, as hydrologists, or as meteorological technicians. The hydrometeorological technical shool is a 4--year secondary school. It accepts students who have completed an 8-grade elementary school. It has 2 departments: hydrology and meteorology. The syllabus sets the number of weekly class hours which are common for both departments and the number of class hours of specialization in each department. The curriculum also provides for practical experience in the teaching of the subject and through a 26-day field-training during vacation.

354. Nastavni plan i program Škole za medicinske sestre za zdravstvenu zaštitu dece (The Syllabus and Curriculum of the School for Nurses for the Health Care of Children), *Prosvetni glasnik*, Beograd, 1971, No. 6—7, pp. 297—322.

The Educational Council of Serbia has adopted the syllabus and curriculum for training nurses in the health care of chil-

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dren. Besides providing a general educational background required of all secondary schools, the curriculum is designed to also provide all those graduating from the school and department for nurses in the health care of children with sufficient professional training so that they may be able to obtain all types of jobs related to health care and the attendance of sick children. The school for nurses for the health care of children is a 4-year secondary school which accepts students who have completed an 8-grade elementary school. The curriculum sets the number of weekly class hours in the various subjects, with a certain number of hours being devoted to theory, exercises and practical training.

355. Nastavni plan i program opštetehničke škole s građevinskim usmerenjem (The Syllabus and Curriculum for the Polytechnical School with a Specialization in Civil Engineering), *Prosvetni glasnik*, Beograd, 1971, No. 6—7, pp, 372—379.

This syllabus and curriculum was adopted by the Educational Council of Serbia. The 2-year polytechnical school serves as a preparatory phase leading to further education and training for a professional occupation. Schooling received at this school should enable graduating students to continue their education in the third year of a secondary-level civil engineering technical school leading to employment as technicians, to continue in a one-year course qualifying them as skilled workers, or to obtain production work directly, obtaining status as skilled workers through on-the-job training. Instruction in the polytechnical school with a specialization in civil engineering includes general educational material, classes in professional subjects and practical training.

356. Popravljena osnovna šola in gimnazija (Better Elementary Schools and Gymnasiums), *Prosvetni delavec*, Ljubljana, 1971, No. 11, p. 2.

Among the principal preoccupations of the Professional Advisory Board of the Educational Institute of Slovenia in 1971 was the revision of curricula and syllabi for the elementary schools and gymnasiums. Furthermore, the Advisory Board approved the proposed new curriculum and syllabus for the metals trade. For the first time common curricula were drawn up for schools which function throughout the year and those in which classes are organized periodically. In respect to the elementary schools it was emphasized that in the 1971—1972 school year more preparations must be made to accomodate forthcoming improvements. Efforts must be made to preserve the elementary schools as compulsory, uniform and general educational, and the funda-

mental preparations must be introduced for making the shift to the 5-day school week. In regard to gymnasium education development, the existing form of gymnasium with 2 specializations — humanities and natural sciences-mathematics — in which students make their choice of specialization at the end of the second year, is to be retained.

VIII. AUDIO-VISUAL AIDS

357. PANTIĆ, Drago: Iskustvo škole "Dragojlo Dudić" (The Experience of "Dragojlo Dudić" Elementary School), *Školske novine*, Zagreb, 1971, No. 43, p. 8.

"Dragojlo Dudić" Elementary School in Mali Mokri Lug (in the Belgrade region), has made increasing use of educational television in teaching for the past more than 4 years. It all began as a curiosity and it has developed to the point of systematic educational television programs being used in teaching the majority of subjects. In the beginning there was only one televisor, but today there are televisors in 7 classrooms. Where it was not possible to see the first showing of the "TV-čas" program, watching the re-run was made obligatory homework. Along with the broader use of TV in the classroom, the number of television sets in the homes of the students has been increasing. Special efforts have been made to ensure that students and teachers are informed. Educational television has become a regular aid of the teachers of this schools. It is an instrument in the rationalization of the teaching and learning process.

358. Simpozijum o programiranoj nastavi (Symposium on Programmed Teaching), *Prosvetni pregled*, Beograd, 1971, No. 36—37, p. 4.

The First Yugoslav Symposium on Programmed Teaching, which was organized by the Institute for Educational Research of Belgrade, was held from 17—19 November in Belgrade. During the 3-day symposium a total of 30 reports grouped under 3 basic themes were presented. The 3 themes were: Theoretical Foundations of Programmed Teaching; The Experience and Achievements to Date in Yugoslavia in Connection with Experimental Research on Programmed Teaching and Its Introduction in the Schools; The Needs and the Possibilities for the Further Development of Programmed Teaching in Yugoslavia and the Methodological Problems Involved in Its Scientific Research. At the symposium a detailed review of the various theories on programmed teaching was given and the standpoint was taken that no one theory should be singled out. For the practical introduction of programmed teaching, all that is valuable and useful should

be systematically extracted from all theories, and that which is not in accord with socialist education should be discarded. From the discussion it was evident that there is a lack of programmed materials and textbooks. The situation will not improve until a single body such as an institute for programmed teaching is formed which would not only work on the preparation of programs and textbooks but would also be involved with permanent education and advanced teacher training in this new and most rational method of teaching.

X. POLYTECHNICAL EDUCATION

359. MARTINOVIĆ, Sreten: Škola u Kosovu Polju dobila radionicu od UNICEF-a (The School in Kosovo Polje Receives a Workshop from UNICEF), *Prosvetni pregled,* Beograd, 1971, No. 25, p. 5.

In the framework of the program of the Socialist Autonomous Region of Kosovo, at the proposal of the Regional Secretariat for Health and Social Policy, the National Commission of UNICEF shipped equipment for a school workshop to "Aca Marović" Elementary School in Kosovo Polje. The equipment, which was shipped at the beginning of this school year, consists of 5 complete sets: one for a physics and chemistry laboratory, one for knitting and sewing, one for metal-working, one for wood-working and one for an electrical and radio workshop. The school equipment which has been received will be of great assistance in carrying out the modern teaching of physics, chemistry, home studies, and general technical studies.

XI. SELF-EDUCATION

360. MILOŠEVIĆ, A.: Uspešan start učenika zadruge u Kosjeriću (Successful Start of the Student Cooperative in Kosjerić), *Prosvetni pregled,* Beograd, 1971, No. 25, p. 5.

"Mita Igumanović" Elementary School in Kosjerić does not come to a stand-still even during the summertime. The student cooperative, with its associated economy and store, is almost as active then as it is during the school year. It is not by chance that the output of this cooperative is of excellent quality and among the largest in the municipality, while the total income of the store is as great as that received by a regular enterprise. The cooperative also purchases books and school supplies for its student members, spending about 70,000 dinars for this purpose. The cooperative, which is run exclusively by students, has grown into a solid organization with a gross income of nearly 100,000 dinars.

XII. PHYSICAL EDUCATION

361. MLIVONČIĆ, Ivica: Teško stanje u nastavi telesnog odgoja (The Adverse State in the Teaching of Physical Education), *Školske novine*, Zagreb, 1971, No. 43, p. 13.

The author of the article avows that the teaching of physical education in the elementary schools of Split is very unsatisfactory, and then he gives the following reasons as to why this is so: 1) "Rudjer Bošković" Elementary School is the only elementary school in the municipality of Split that fulfulls all material conditions outlined in the educational standards as being essential for the successful teaching of physical education; 2) Taking into account the number of schools and students there should be 8,736 m^2 of gym floor space, while as of September 1, 1971 there was only 2,752 m^2 of floor space (4 city schools, 5 suburban schools and 7 schools in the outlying area have no space set aside for exercising during the winter or during rainy days); 3) While during the past 2 years 5,128 m^2 of playing fields were developed, which together with existing areas makes a total of 11,847 m^2 this is only 5.9 percent of the optimal norm established of 8 m^2 per student; 4) the apparatus and eqipment available is insufficient; 5) Due to the insufficient number of qualified teachers (in the 1971—1972 schools year there were 38 qualified teachers and 15 without special qualifications teaching physical education), the teaching of physical education has been considerably reduced. All this has a very unfavourable influence on the health of the students. The author confirms this by the following data: 10—15 percent of the students have a marked deformation of the spine, 60 percent have foot deformations, and 30 percent have rib cage deformations so that 4,500 students should participate in corrective gymnastics.

XIII. PROBLEMS IN EDUCATION

362. ĆORDAŠEVIĆ, Milan: Novi impuls seksualnom vaspitanju mladih (A New Impulse for Sex Education of Youths), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 4.

A joint session of the Section for Education of the Federal Commission of the Socialist Workers' Alliance of Yugoslavia, the Commission for Education of the Presidency of the Youth Alliance of Yugoslavia, the Commission for University Reform of the Yugoslav Student Association, the Conference for Social Activity of Women in Yugoslavia, and the Federal Planning Board was held in Belgrade on 8 December 1971. The session was convened to determine how best to activate

the Resolution on Family Planning passed by the Federal Assembly in April 1969. At the meeting, in which over 100 representatives from all republics and autonomous regions actively participated, it was brought out that the mentioned Resolution has still not been applied in all republics. Although some republics (Slovenia and Croatia) have already adopted and activated programs on sex education (for instance in Croatia only 10 schools taught sex education in the 1968—1969 school year while in 1970 the number rose to 50 schools), the other republics have only made attempts at organizing sex education. The general opinion of participants at the meeting was that a program for sex education of elementary and secondary school students, and a program for training teachers in presenting this subject should be adopted as soon as possible.

363. ILIĆ, Živojin: Akcija prikupljanja starih udžbenika i knjiga (A Drive to Collect Old Books and Textbooks), *Prosvetni pregled*, Beograd, 1971, No. 29, p. 11.

Each year the elementary schools of Palilula collect old textbooks and send them to the regions which are in greatest need of this assistance. This year the book drive was even more intensive because the Trade Union of Workers in Social Activities, the Socialist Alliance, the Educational Institute and the newspaper "Prosvetni pregled" also lent a hand. The schools of Palilula collected more than 9000 books and pamphlets. Without anyone asking, the students also voluntarily contributed school bags and supplies and even physical education equipment. The books were sent directly to the Municipality of Medvedja near Leskovac to be distributed among all elementary schools in the area. The students even sent letters expressing the desire to carry on correspondence and inviting their fellow students to visit Belgrade. The shipping and distribution of the books was handled by the Socialist Alliance.

364. Izravnavanje podojev za vzgojo in izobraževanje (Equalization of Opportunity for Education), *Prosvetni delavec*, Ljubljana, 1971, No. 16, p. 2.

At the Republican Conference of the Socialist Workers' Alliance of Slovenia, forums set up to deal with the domain of education considered the problems arising from unequal opportunities in education and came up with several important recommendations. First of all it was decided that urgent attempts must be made to equalize opportunity beginning at the pre-school level. To this end it was proposed that, on the basis of law or agreement, "mala škola" (little school) be organized this year as a component part of the

system of education, and that the various forms of pre-school education encompass all children of ages 6 and 7. In regard to all-day care in the schools it was recommended that priority be given socially disadvantaged children. This not only refers to individual cases but to entire regions as well. The need was pointed out to develop the professional services as quickly as possible, as this would best contribute to solving the enormous problems of education. It was agreed that every able child should have the opportunity to complete elementary school — the basis for further schooling and employment.

365. O telesni vzgoji in osipu v osnovnih šolah (On Physical Education and Dropping-Out in Elementary School), *Prosvetni delavec*, Ljubljana, 1971, No. 16, p. 2.

At the session of the Educational Council of Slovenia held 4 October 1971, problems connected with physical education in the schools and student drop-outs in elementary school were considered. Among proposals related to physical education were: new curricula should be worked out for all types of schools; changes should be made in the present method of grading this subject; new material norms should be set for secondary schools, and the number of students in schools preparing teachers should be increased. The discussion on student drop-outs was especially lively, and many reasons were advanced as causes of this phenomenon. A way was sought to provide an elementary school education to the two-fifths of the students who do not successfully complete elementary school. It was concluded that dropping-out is the consequence of a number of factors that vary from region to region. These factors must gradually be eliminated by a coordinated campaign. An estimation of the finances necessary to cover the campaign should be made.

366. PETROVIĆ, Ružica: Testiranje prepuštati školama (Testing should be Left to the Schools), *Prosvetni pregled*, Beograd, 1971, No. 36—37, p. 4.

The Educational Institute of Belgrade has informed the Executive Board and the Assembly of the Belgrade Association of Education about the results of testing it carried out at the end of the last school year. The testing was carried out in the largest number of Belgrade schools to date: 137 elementary schools, 48 secondary schools and 18 preschool institutions. The results appeared to be better than in previous years because a comparison showed that a larger number of schools were grouped towards the top of the scale. However, the members of the Executive Board were of an entirely different opinion. They pointed out that the method of testing must undergo considerable revision. Above all, the test should be made more compatible with the in-

dividual schools, and a great many more school workers should be employed in carrying out testing. It was proposed that the Association of Education give a certain amount of funds to the schools to enable them to organize testing in accordance with their own needs at the time and in the manner which is most suitable to them. The Educational Institute should assist the schools in preparing the teachers to make the best use possible of the test results. At the Assembly of the Association of Education held after the meeting of the Executive Board it was concluded that funds which had been used to award schools on the basis of testing should be distributed to educational institutions so that they could independently award educational workers on the basis of their performance of duties.

367. Preporaka za pošumavanjeto i vaspitno-obrazovnota funkcija na školata (Recommendation That Afforestation Be an Educational Function of the School), *Službeni vesnik na SR Makedonija*, Skopje, 1971, No. 33, p. 586.

The Assembly of Macedonia has adopted the Long-Term Program for Improvement of the Highlands in Macedonia (1971—1990) and the Work-Drive Program for Afforestation of the Highlands in Macedonia for the 1971—1975 period. To make the work-drive as broadly-based and organized as possible, the Educational Concil of the Assembly of Macedonia, on 7 November 1971, on behalf of the educational institutions, passed the Recommendation that Afforestation Be an Educational Function of the Schools. The Council recommended that educational institutions of all levels include this activity in their curricula and make plans for its execution. The municipal assemblies, as the executors of the afforestation work-drives in their regions, should allow for the complete inclusion of the educational institutions in this activity. In their programs they should ensure the necessary conditions (microlocation, seedlings, etc.) as well as the necessary funds to see that this program is fully introduced in the educational institutions. In the Recommendation it is specifically outlined how the elementary and secondary schools and students are to be included in this socially beneficial work-drive.

XV. MANAGEMENT AND FINANCING

368. CENTNER, Jurica: Energično tražimo ukidanje limita od 10,8% (We Energetically Seek Abrogation of the 10.8% Limit), *Školske novine*, Zagreb, 1971, No. 43, p. 4.

This was the request of participants in the symposium which was jointly organized by the Republican Association for Financing Elementary Education, the Association of Ele-

mentary Schools, and the Institute for the Advancement of Elementary Education of Croatia. The symposium, which was held 18 and 19 November 1971 in Virovitica, dealt with problems in elementary education at the present and in the medium-term development of Croatia. The speakers, in their expositions, described the situations in individual municipalities. Thus, for example, the municipality of Bjelovar was not able to raise all the income budgeted for financing elementary education, and the educational workers in this municipality were therefore receiving considerably lower salaries than workers in other public activities. The lack of funds limited the introduction of educational innovations in the elementary schools not only of Bjelovar but also of Virovitica, Križevci and other municipalities. The symposium participants were unanimous in proclaiming that educational workers are not against the field of education being included in the general effort to stabilize incomes in the country, they are only requesting that the burden be borne equally by all without discrimination against any one group. They then unanimously requested that, despite the difficulties confronting the Republic of Croatia, the limit of 10.8 percent be lifted and that education be exempted from the obligation of re-investing 30 percent of funds as is required of other spheres.

369. ĐUROVIĆ, Dušan: Samoupravni sporazumi i društveni dogovori o sticanju i raspodeli dohotka u oblasti školstva (Self-Management Agreement and Social Consensus on the Raising and Distribution of Income in the Field of Education), *Ekonomika škola*, Beograd, 1971, No. 10. pp. 34—37.

After first underscoring the constitutional principles on self-management agreement and social consensus governing the distribution of income and salaries, the author goes on to show how the republican laws on self-management agreement and social consensus are applied in the schools. These laws, which have been passed in every republic and autonomous region, specially regulate the following questions: the basic criterion for distributing income and salaries; questions which are to be regulated by self-management agreement and social consensus; the procedure for reaching agreement and setting measures, that is, the criteria which are to be applied in distributing income by self-management agreement. The author of the article separately comments on the laws of each republic and autonomous region.

370. JAKŠIĆ, Milanka: Veća sredstva za studentski standard (More Funds for Student Standards), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 3.

At the recently held meeting of two commissions of the Youth Alliance (the Commission for Education and the

Commission for Pioneers) the draft law on financing education and on associations of education was discussed. A positive appraisal was given to the idea of establishing associations of education, but it was pointed out that the draft is not sufficiently precise in defining the essence and character of the associations of education, their structures and their means of improvement, and it does not define relations between individual types of associations. It was then declared necesary to determin everything that needs to be involved in the structure of educational costs, because the structure lacks in the following areas: funds for student standards (which would enable equal educational opportunity for Serbian youth), gross salaries of teachers which should be a component of the cost of education, and funds for extracurricular activity. At the meeting it was pointed out that the draft law makes no mention of several important questions such as: how to finance the education of handicapped children; permanent education, and education on-the-job.

371. JUHAS, Mihajlo: Stimulativno kreditiranje učenika i studenata u SR Hrvatskoj (Stimulative Loans for Students in Croatia), *Instruktor*, Beograd, 1971, No. 24, p. 8.

The new Law on the Republican Fund for Student Loans in Croatia outlines the tasks and functions of the mentioned Fund. One of its fundamental purposes is to provide loans to students of university institutions and secondary schools. The loans bear no interest rate but expenses for the management of the Fund, which are determined at the annual meeting, are deducted from the credit available. The recipient of the loan must sign a contract with the Fund and must provide a corresponding guarantee in keeping with the Fund's by-laws. The credit distributed is stimulative because students may partially or completely free themselves from the obligation of repaying the loan by fulfilling set conditions in respect to the length of study and the grades achieved.

372. MLADENOV, M.: Novi samodoprinos za školstvo (A New Referendum on Funds for Education), *Prosvetni pregled*, Beograd, 1971, No. 39, p. 12.

Meeting of the electorate, and workers' collective meetings are now being held in Niš to consider the possibility of extending the special funding of education voted upon by the town residents in a public referendum held in December 1968. This method of raising funds is essential because in view of the present economic situation it is the only sure way of solving the many problems in education

and public services. The regular funds provided by the city are insufficient. At the same time that the campaign to extend the funding is being carried out, an analysis is being made of past expenditures. The money collected in this way has been used to build 7 new schools and 8 gyms, while the construction of an electrical engineering school center is underway, three new schools will be completed shortly, and improved school ground space has been expanded by 17,680 m^2. Money from the new funding which the residents of Niš are to vote upon at the end of December 1971, would be used to renovate two gymnasiums and construct an economics school center, an arts school center, an indoor olympic swimming pool for children and youth, and eight new gyms for existing schools.

373. PETROVIĆ, Ružica: Po ličnim primanjima prvi u Republici (The Highest Salaries in the Republic), *Prosvetni pregled,* Beograd, 1971, No. 21, p. 3.

The Intermunicipal Association of Education for the municipalities of Šabac, Vladimirci, Bogatić and Koceljevo have reached an agreement through the self-management process on the cost of education. By this agreement the average salaries of educational workers have been set equal with the salaries of the corresponding categories of employees in other activities. Furthermore, an automatic adjustment mechanism has been built-in whereby all salary raises in these municipalities will also be granted to education. The new salary scale is applicable from the beginning of 1971. In keeping with this decision the Association of Education of Šabac has the funds available so that the average monthly salary for teachers with university degrees will be 1920 dinars, that for teachers with higher school degrees will be 1455 dinars that for elementary school class teachers with secondary school diplomas will be 1209 dinars. These are, in fact, the average salary levels for the same educational categories in the municipality of Šabac, except that the teachers with secondary school diplomas, due to the added length of training, receive 50 dinars more than other with secondary school diplomas. In agreement with the schools, the Association of Education has decided that the monthly salaries within each category of educational worker will fluctuate in accordance with the length of service.

374. SEKULOVIĆ, Vojislav: *Ekonomska cena obrazovanja* (The Full Cost of Education), Opštinska zajednica obrazovanja, Kruševac, 1971, p. 218.

The author of this work discusses basic socio-economic relations in the field of education and singles out the elements

comprising the cost of education. In this respect he also gives the theoretical foundations for educational costing. He introduces material for evaluating individual elements of the educational cost, and he analyzes the procedure used to evaluate the cost of education of the elementary schools in the Kruševac municipality in 1971. The book outlines the system of education in Yugoslavia, the system of financing and the socio-economic foundations of education in Yugoslavia. The book then describes the concepts and structure of educational costing with emphasis placed on the following points: the full cost of education, the corrected cost of education and explanations for its application. The author includes the following elements in the corrected cost of education: salaries of school employees; material expenses; depreciation; income. The factors making up the full cost of education include: standard salaries, standard material expenses, standard depreciation, standard conditions of work and equipment, standard organization of work, and standard income.

375. SKALA, Vasilije: Neke mere stabilizacije u oblasti obrazovanja i vaspitanja (Some Stabilization Measures in the Field of Education), *Instruktor,* Beograd, 1971, No. 29, pp. 7—8.

Stabilization measures in the field of education called for a reduction of investment and a limitation of expenditures to a maximum growth rate of 10.8 percent in 1971. The majority of municipal and republican associations of education were not able to limit expenditures to 10.8 percent. Their budgeted expenditures exceeded the 10.8 percent limit because of plans to reduce the difference between average salaries of teachers and those of corresponding groups of workers in other activities. Other causes of the 10.8 percent target being exceeded were the excessive material costs of educational activities, the rising price index in 1971 and the obligations to maintain teaching standards and provide investment funds for completing schools and school facilities contracted in previous years. The temporary solution to this problem which the municipal and republican associations of education came up with, and the ever-greater difficulties they are confronting are talked about in the second part of the article.

376. ŽIVKOVIĆ, Dragoslav: Odgovornost direktora škole (The Responsibility of the School Principal), *Instruktor,* Beograd, 1971, No. 26, p. 8.

The position of school principal is an independent post which has been entrusted with certain executive functions by the working people of the school. He is responsible to the school council, which is the highest administrative body of the

school. The questions for which the principal is held responsible are closely tied in with the rights and duties accorded him in carrying out his function. By nature the responsibility of the school principal is twofold: he is responsible to bodies both within and outside of the school. There may be several aspects to his responsibility such as: material responsibilities, the responsibility to see that rules are not broken or that there is no misconduct, the responsibility for economic decisions, socio-political responsibilities, etc. The author discusses each aspect of these responsibilities separately.

377. ŽIVKOVIĆ, Ostoja: Mesto i uloga saveta roditelja škola (The Place and Role of Parents' Councils in the School), *Instruktor*, Beograd, 1971, No. 29, p. 4.

In "Lazar Savatić" Elementary School in Zemun, class parents' councils and a school parents' council have been functioning sucessfully for the past 10 years. Their role is defined in the school by-laws. In Art. 61 of the by-laws the following is written: "Each class in the school shall have its parents' council which is to be selected at the beginning of every school year. The homeroom teachers shall be members of these parents' councils". The class parents' councils analyze the functionings of the class, point out problems and suggest solutions, control conclusions adopted at certain meetings, and propose the agendas for the parents' meetings. Each class parents' council consists of 5 members and they are led by the council president. The school parents' council has a president, a secretary and a treasurer. To solve special problems the council can form working groups and commissions. According to the by-laws the council secretary must be a teacher. In particular the school parents' council takes under consideration: the provision of textbooks, handbooks and school supplies; the annual work of the school, with special emphasis on cooperation between school and family, and on student lunch programs; how well the work of the school is being carried out (this is discussed at least 3 times during the school year); cultural activities for the students; cooperation between school and society. At the beginning of each school year the class parents' councils set up their annual work plans which are considered at the first parents' meetings. The annual work plan of the school parents' council is formulated on the basis of all class council work plans.

XVI. LEGISLATION

378. GAJIĆ, Sonja: Invalidsko i zdravstveno osiguranje učenika (Disability and Health Insurance for Students), *Instruktor*, Beograd, 1971, No. 28, p. 9.

The article presents and explains the regulations of the Basic Law on Disability Insurance which covers accidental disability or sickness resulting from the preformance of one's job or profession. Among those covered by the insurance are: students of secondary and higher vocational schools, universities and arts academies when they are doing obligatory practical work in the classroom or workshop. The insured students of the schools for skilled workers or vocational schools have the right to disability compensation only in cases when incurred disability was the result of an accident occurring on-the-job, or of professional illness. Conveniently, the provisions of the Law on Health Insurance and Obligatory Aspects of Health Protection for the Population also insures students training for trades in production or other social orientations who are receiving practical training in enterprises, in schools, or with private employers. The right of apprentices to insurance benefits is independent of the duration they have been under the insurance program.

379. JOVANOVIĆ, Dragiša: Dejstvo mera Saveznog izvršnog veća u oblasti obrazovanja (The Effect Measures Passed by the Federal executive Council Will Have in the Field of Education), *Ekonomika škola*, Beograd, 1971, No. 10, p. 1—5.

Along with the measures enacted by the Federal Executive Council this year to contain and eliminate unfavorable economic trends, a number of laws have been passed, among which is the Law on Mandatory Deposits for Investments in Non-Economic and Non-Production Projects. The article analyzes the repercussions this Law will have on education. It also presents proposals of the Belgrade Association of Education calling for the reduction of expenditures, but only in-so-far as this reduction does not effect the conducting of regular educational activities. The article asserts that by applying the measures of the Federal Executive Council, a sizable amount of funds of the Belgrade Association will be immobilized, which will considerably restrict the volume of works planned by the Association and thus slow down the tempo of development of education in Belgrade. It is thought that in 1972 the Association will run into great difficulties in providing the funds for salary raises of employees of educational institutions. It is therefore deemed necessary to save the maximum of funds possible and to hold to a minimum: new job openings for vice-principals, pedagogues

and psychologists; the further introduction of foreign language teaching in the first 4 grades of elementary school; the further introduction of subject teaching in the first 4 grades of elementary school; the further transition to all-day elementary school; the reduction in average number of students per class or teaching group, etc.

380. JOVANOVIĆ, Dragiša: Realizacija ustavnih načela o obaveznom besplatnom osnovnom školovanju nabavkom udžbenika, priručnika i pribora za učenike osnovnih škola (Making Good on the Constitutional Principles of Compulsory Free Elementary Schooling with the Provision of Textbooks, Reference Books and School Supplies for Students of Elementary Schools), *Ekonomika škola*, Beograd, 1971, No. 10, pp. 38—44.

Since the Educational Institute of the City of Belgrade and the Belgrade Association of Education have gathered the necessary data and estimated the cost of providing free textbooks for the elementary schools, the author discusses the social and educational significance of free textbook use, talks about the amount of funds proposed for the purchase of textbooks, and then presents the contents of the Regulations on the Purchase and Free Use of Textbooks, which regulate the purchase, usage and replacement of textbooks. Further on in the Regulations it is stated that the provision of textbooks will create more favorable conditions for: free schooling; a more rapid advancement of the educational process; better-quality teaching; equal opportunity for learning; maximal output of students in harmony with their natural abilities, and permanent cooperation between teachers, administration, professional services, social organizations and publishing houses, etc. The method which will be used to provide the textbooks, reference manuals and work materials by the Belgrade Association of Education in cooperation with the Educational Institute is also presented in detail.

381. Pravilnik o verifikaciji vaspitno-obrazovnih ustanova u Bosni i Hercegovini (The Regulations on Accrediting Educational Institutions in Bosnia-Hercegovina), *Naša stručna škola*, Beograd, 1971, No. 11, p. 6.

The Republican Secretariat for Education and Culture of Bosnia-Hercegovina has adopted the Regulations on Accrediting Educational Institutions and Registering Secondary Educational Institutions. The Regulations stipulate that a founder seeking accreditation of an institution for the coming year must file a request to determine the conditions and level of educational activity with the Republican Secretariat for Education and Culture by March 1 at the latest. Along with the request the applicant must submit: a draft curri-

culum and syllabus, data on teaching staff, a professional opinion by the competent educational institute that the conditions for beginning work have been fulfilled, a confirmation by the competent municipal body that the hygienic and technical conditions decreed by separate ordinance have been fulfilled, an opinion of the community on the social justification for founding the educational institution, data on the educational activity for which accreditation is being sought, blue-prints of the school building with dimensions and uses of space designated, a confirmation of commitment by those who are to finance the institution, and other material. Accreditation will be carried out on-site by a commission. On the basis of the report and proposal of the commission and the extent to which the conditions and standards have been met, the Secretariat will come to a decision on accreditation. The name of the institution which meets the requirements of the Regulations is then placed in the Register of institutions which provide a generally recognized secondary-level education.

382. Pravilnik za pedagoškata evidencija vo učilišteta za sredno obrazovanie (Regulations on Record-Keeping for Secondary Schools), *Služben vesnik na Narodna republika Makedonija,* Skopje, 1971, No. 28, pp. 373—502.

These regulations were adopted by the Republican Secretariat for Education, Science and Culture of Macedonia. The regulations require secondary schools to keep the following records: a register of regular students; a register of part-time students ; a main record-book for final examinations; a main record-book on examinations in individual subjects; a class book; personal data cards on the physical development and aptitudes of each student; a register for make-up examinations, regular class examinations and examinations for part-time students; a register for examinations in individual subjects; a register of the exanimation board for the final examination; a register for the examination commission for the final examination.

383. STAMENKOVIĆ, Vlastimir: Predstoje izmene u Zakonu o srednjem obrazovanju (Changes Impending in the Law on Secondary Education), *Instruktor,* Beograd, 1971, No. 29, pp. 2—3.

The progessive revisions being brought about in the area of school legislation also pertain to the Law on Secondary Education according to the author. The changes sought are the following: a) restriction of the regulative function of the community so as to leave more space for self-management regulation by the schools themselves; b) a more complete induction of the principles contained in the constitutional

amendments of 1969; c) the further advancement of the system of self-management; d) the elimination of internal discrepancies, inadequacies and ambiguities in the regulations; e) the rationalization of the republican regulations. As can be seen, there must be an essential study and re-working of the Law on Secondary Education in regard to its accord with the principles of the constitutional amendements and the Resolution on the Development of Education on a Self-Management Basis. The author points to areas where there will be significant changes. Alterations will include: changes in the bodies responsible for revising the curricula; regulation of the question of professional qualifications; changes in the organization and work of the school and its administration; changes in the school calendar, class loads of teachers, make-up examinations, grading, etc. The Republican Secretariat for Education, Science and Culture should shortly come up with definite proposals and should submit a draft law to the corresponding bodies of the Assembly.

384. ŠUKOVIĆ, Radivoje: U Crnoj Gori usavršavanje nastavnika regulisano zakonom (Advanced Teacher Training is regulated by Law in Montenegro), *Prosvetni pregled,* Beograd, 1971, No. 41—42, p. 6.

The Assembly of Montenegro recently passed the Law on Advanced Teacher Training. This republican law was enacted following 2 years of public discussion organized on the theme: "Tasks, Content and Forms of Advanced Teacher Training". Discussion was held in schools and other corresponding institutions. By law, the Educational Council of Montenegro, acting on proposals of the Republican Intsitute for the Advancement of Educatoin, is to chart a general program for advanced teacher training each year. This general program should include the basic contents of advanced training for beginning teachers, for teachers without pedagogics training and for teachers who have passed professional examinations. The new law determines those who are authorized to organize advanced teacher training. They include the schools themselves, the teacher-training schools, the Republican Institute for the Advancement of Education, the educational institutes and other organizations. The law also establishes how advanced teacher training is to be financed. Likewise, it covers the contents and forms of advanced teacher training, sets record-keeping procedures, etc.

385. TEODOSIJEVIĆ, Miodrag: Jedan model godišnjeg plana rada škole (A Model Annual Work Plan for the Schools), *Instruktor,* Beograd, 1971, No. 29, pp. 5—6.

The Law on School Organization stipulates that each school is to establish its own annual work plan. The plan covers

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various areas. Standards and norms which the schools should meet during the school year are listed in this article. The contents presented are based on the actual experiences of a school, and they include the following: 1) a table listing the number of students at the beginning of the school year, the number of classes and the average number of students per class; data on all-day care, all-day school and the distribution of shifts; 2) an outline of how school space is used; 3) curricula for the school year; 4) teaching load schedules; 5) a schedule for remedial teaching; 6) a class schedule; 7) a structure of working time. The author of the article discusses each of these in detail and relates them to his own experiences.

386. Zakon o pedagoškim akademijama (The Law on Teachers' Academies), *Prosvetni glasnik*, Beograd, 1971, No. 5, pp. 185—187.

The Assembly of Serbia passed the Law on Teachers' Academies in March, 1971. This Law stipulates that the training of class teachers for elementary schools and teachers for pre-school institutions is to be carried out in teachers' academies. Regular study in the academies lasts 6 years and is divided into 2 phases: the 4-year preparatory phase and the 2-year finishing phase. The tasks of the academies for training elementary school class teachers are: to provide students with an up-to-date education and professional training so as to prepare them for jobs as class teachers in elementary schools: to keep up with advancements in the field of class teaching; to help carry out the advanced training of class teachers. The tasks of the academies for training pre-school teachers are: to provide students with the corresponding general and professional training for work with children in pre-schools; to study the problems involved in pre-school education; to carry out the advanced training of pre-school teachers; to develop programs forms and methods of work related to instruction of the family. The academies can be established by communities, associations of education and enterprises. Theaching at the academies follows a standard curriculum which ensures a conformity between the preparatory and final phases of training. Training is both theoretical and practical. An obligatory part of the practical training is in the field of pedagogics. The contents of this training are set forth in the curriculum of the academy and it is carried out in accordance with the academy's by laws.

387. ZRELEC, Milenko: Sprovođenje propisa o obaveznom prijemu pripravnika u obrazovno-vaspitnim ustanovama u SR Srbiji (Following the Regulations on Obligatory Acceptance of Stu-

dent-Teachers in Educational Institutions in Serbia), *Instruktor*, Beograd, 1971, No. 29, pp. 8—9.

On the basis of the Law on Oblgatory Acceptance of Trainees, work organizations were obliged to receive trainees with university, higher school or secondary school education to give them the necessary work experience for entering a job on their own. After making a careful analysis of this law, and the rights and duties set forth in its provisions, the author reviews the constitutional amendments which nullified the mentioned Law and relegated the area to republican legislation. The author compares the republican legislation with the no-longer-valid federal law and points out the differences between the two. These variations have led to a difference in status of young beginning teachers who have obtained employment in educational institutions within the past 3 years. Thus, for example, of the total of 15,000 teachers employed in Belgrade schools, 2240 have less than 5 years work experience. Of these, 1464 were employed in the past 3 years in the capacity of student-teachers. This means that there are 776 teachers in these schools who have neither 5 years active service nor the status of student teacher. In practice the difference in status between beginning teacher and student-teacher has led to significant consequences. The author analyses these consequences and proposes legislative changes which might bring about their elimination.

XVII. EDUCATION STATISTICS

388. Najveći broj ponavljača u tehničkim školama (The Largest Number of Those Who Are Held Back Are in Technical Schools), *Beogradsko školstvo*, Beograd, 1972, No. 2, pp. 3 and 5.

The article contains excerpts from the report "The State and Problems in Educational Institutions in Belgrade in 1970—1971 and at the Beginning of the 1971—1972 School Year" which present data on student achievement. The data show that student achievement in all Belgrade schools was the following: Elementary school: of the total of 123,602 students, 117,114 students or 94.67 percent were promoted to the next grade, while 6,488 students or 5.33 percent were held back; Gymnasium: of the total of 16,330 students, 14,736 students or 90.24 percent were promoted, while 1594 students or 9.76 percent were held back; Technical schools: of the total of 16,359 students, 13,698 students or 83.73 percent were promoted, while 2,661 students or 16.27 percent were held back; Schools for skilled workers: of a total of 17,384 students, 15,429 students or 88.75 percent were promoted, while 1,955

students or 11.25 percent were held back (this percentage has been practically the same for years); Schools of economics: 3,922 students of the total of 4,534 students, or 86.50 percent, successfully completed the year, while 612 students or 13.50 percent were held back; Arts schools: in the 1970—1971 school year 3,157 students or 87.89 percent successfully completed the year, while 435 students or 12.11 percent were held back; Schools of medicine: of the total of 4,146 students, 3,922 students or 86.50 percent successfully completed the year, while 612 students or 13.50 percent were held back. This part of the report with the data on student achievement was prepared by the Educational Institute of the City of Belgrade.

389. Osnovne i srednje škole početak 1970/71 (Elementary and Secondary Schools at the Beginning of 1970/71), *Statistički bilten 689*. Beograd, Savezni zavod za statistiku, October, 1971, p. 26.

This bulletin issued by the Federal Bureau of Statistics contains data on the number of schools, school centers, classes, students and teachers at the beginning of the 1970—1971 school year. These data are compared with figures for previous years which were published in earlier bulletins. Data are given for all types of schools: elementary schools (4-grade, 5-grade, 6-grade and 8-grade); schools for skilled workers; schools for other skilled personnel; technical and other vocational schools; polytechnical schools; teacher-training schools; arts schools; other schools (schools for handicapped, adult education schools and schools for remedial work). Data given in the bulletin on the number of students in various types of schools show, for example, that at the beginning of the 1970—1971 school year there were a total of 13,997 elementary schools with 100,858 classes 2,873,601 students and 118,765 teachers. Of these, there were 4,706 eight-grade elementary schools with 2,279,150 students. There were 285,478 students in the schools for skilled workers, 200,939 students in the technical and other vocational schools, and 193,026 students in the gymnasiums.

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